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ABSTRACT

Designed to provide direction to secondary teachers involved in citizenship education, this guide focuses on citizenship responsibility in electing public officials and on legal obligations of members of a democratic society. The material is divided into nine sections. Introductory letters and acknowledgements are followed by a detailed curriculum guide containing two teaching units. The guide contains a rationale for teaching voter registration and awareness and selective service registration. For each unit, major civic concepts, a content outline, activities, and readings are tagged to major objectives. The remaining sections of the document contain a glossary, references, and an appendix. (LP)

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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

VOTER EDUCATION
AND
SELECTIVE SERVICE AWARENESS GUIDE
Secondary Social Studies

BULLETIN 1701
(Reprint)

1984

Issued by
Office of Academic Programs

THOMAS G. CLAUSEN, Ph.D.
Superintendent

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FOREWORD

The Louisiana Department of Education has been pleased to cooperate with the office of the Secretary of State and the Selective Service System in the development and reprinting of the Voter Education and Selective Service Awareness Guide. The Department of Education anticipates that this guide will provide direction and support for teachers in their efforts to help the children in our schools to grow into thoughtful and responsible participating citizens in local, state, national, and international affairs.

Voter Education is one aspect of the Department's concern for and commitment to citizenship education. One of the most important functions of American public education is to teach young people about the nature of a republican form of democratic government and about the role of the individual citizen in the processes associated with that form of government. This guide focuses specifically on the critical responsibilities that citizens have in electing fellow citizens to represent them in public matters and on legal obligations that citizens incur as members of a democratic society. Ultimately, the success of this guide will be determined by how well and how extensively the young people of this State exercise their right to vote and how well they meet their other legal obligations. If this guide does encourage young people to vote more extensively and more thoughtfully and to meet their obligations under the law, then our efforts will have been well rewarded.



Thomas G. Clausen, Ph.D.
State Superintendent of Education



JAMES H. "JIM" BROWN
SECRETARY OF STATE
STATE OF LOUISIANA

P. O. Box 44125
BATON ROUGE, LOUISIANA 70804
(504) 342-5710

Dear Educator:

Superintendent Clausen and I are pleased to present the second edition of the Guide to Voter Education, prepared by our staffs.

We also wish to acknowledge the assistance of the U. S. Office of Selective Service, which provided a grant for the pilot project and thus made the entire program possible.

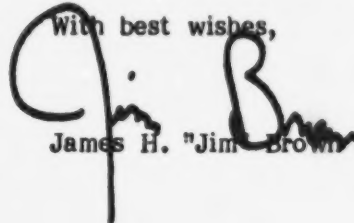
For many years those of us in government and education have been concerned that too few citizens in the United States participate in our Election process. We are particularly disturbed that young people vote much less frequently than their elders.

This guide is the first step in inaugurating a program for students in our school system which explains the voting process and the importance of participation in civic affairs. The success of the program will depend to a tremendous extent upon the enthusiasm and encouragement which you, the teacher, will bring to the project.

Such a program has been successful in other states. We anticipate that it will be revised and improved in future years to include all elementary and secondary grades, working toward a comprehensive program in the senior high school which will be complete with voting machines and supplies.

We need as much feedback as possible from you on the effectiveness of the guide, and will appreciate your comments and suggestions so that we can continue to improve voter education and participation among younger people.

With best wishes,


James H. "Jim" Brown

JHB/ph

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Selective Service System

LA STATE DIRECTOR, P.O. Box 50781, New Orleans, LA 70150

Dear Educator:

You are in a position to help me deliver a very basic message about citizenship to the youth of Louisiana. Through this document, I wish to share the message of the inter-related sets of privileges and responsibilities that accompany United States citizenship.

The privilege of voting will only be enjoyed so long as the citizens of our great nation remain ready to defend the nation against those who seek to destroy our way of life. As Director of the Selective Service System for the State of Louisiana, my main concern is to insure that all young male residents of Louisiana fulfill their responsibility and obligation to register with the Selective Service System within thirty (30) days of their eighteenth (18th) birthday. Those who fail to discharge this responsibility unfairly increase the burden on the vast majority who do fulfill their duties of citizenship. Although I'm more interested in enhancing the registration process than in prosecuting those very few who are derelict in their duties of citizenship, I strive to insure that all who are required to register know that the alternative to registration is a fine and/or imprisonment.

Registration is quick, it's simple and it's the law. Many Louisianans of past generations paid the supreme sacrifice to guarantee us those privileges that we currently enjoy. The present generation has indicated the willingness to protect those privileges for the present and future generations. Your responsibility is to inform our youth of their individual responsibilities to fulfill their citizenship duties of voting and Selective Service System registration.

The resources of my office are available to assist you in your most responsible role of educator of our youth. Please feel free to contact me if I can ever be of assistance.

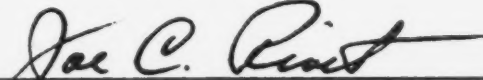
Sincerely yours, .

Charles A. Haase
Brigadier General
Director, Selective Service
System
State of Louisiana

ACKNOWLEDGMENTS

This publication represents the combined efforts of a number of organizations and State agencies. These include the Louisiana Department of Education, the Office of the Secretary of State, the Office of the Selective Service System for the State of Louisiana, the Louisiana League of Women Voters, and the Louisiana Jaycees. Although many individuals contributed to the development of the guide and will be acknowledged specifically in the following pages, three merit special commendations. Mr. Louis Nicolosi from the Department of Education, Mr. Daryll Cobb from the Office of the Secretary of State, and Brigadier General Charles A. Haase' of the Selective Service System provided critical leadership and support for the project. The contributions of all the aforementioned individuals, agencies, and organizations are greatly appreciated.


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VOTER EDUCATION AND SELECTIVE SERVICE AWARENESS GUIDE

RATIONALE

The statewide elections in Louisiana and the Presidential Elections provide teachers with excellent opportunities to provide interesting and motivating activities to students about their civic responsibilities in a democratic society.

Essential elements of an informed and active citizenry include an awareness of issues that affect the public, a commitment to participate in the political process, and a knowledge of the mechanics of registering and voting. Students must be able to develop skills that will enable them to study political issues and candidates and to make informed decisions. It is also important for students to understand the necessity for a Selective Service System and the obligations of all males to register with the Selective Service when they reach the proper age.

The purposes of this guide, then, are to encourage voter awareness and registration and to provide information and encouragement to male students who, by law, must register for the Selective Service.

The format of this guide is similiar to that of the Social Studies Curriculum Guides printed by the Department of Education. They are not exactly the same, however, since this guide is more of a resource dealing with a specific topic and not a complete course or grade-level subject area. Teaching objectives, related concepts, content, and student activities are included to assist the teacher in planning significant learning experiences.

A bibliography and a glossary of related terms are included in the Appendix for additional reference and explanation of specific terms. There are also sample registration forms for voter registration and registration for the Selective Service. A reprint of an article from U.S. News and World Report pertaining to conscription in other countries of the world is also included in this guide.

UNIT GOALS

The purposes of this resource guide are to:

1. encourage the registration of all students of voting age,
2. familiarize each student with Louisiana voter registration laws,
3. familiarize each student with Louisiana voting procedures,
4. familiarize each student with local voting equipment,
5. acquaint all students with members of their community who are active participants in the political process,
6. enhance each student's ability to analyze ballot issues,
7. increase students' awareness of and interest in the governmental process in their community,
8. familiarize students with Selective Service registration laws and procedures, and
9. encourage male students to register for the Selective Service.

CONTENT OUTLINE

Unit 1 - Voter Education Awareness

- I. History and Background
 - A. Voting in the United States
 - B. Voting in Louisiana
- II. Why Americans Vote
 - A. Responsibility of citizenship
 - B. Political party identification
 - C. Promotion of interests of particular groups
 - D. Settlement of disputes
 - E. Choices among alternatives
- III. Registration and voting in Louisiana
 - A. Voter qualifications
 - B. Voter registration
 - C. Voting procedures and laws
 - D. Running for a public office
- IV. Decision making: the democratic process
 - A. Factors influencing decision making
 - B. Analysis of candidates
 - C. Analysis of issues
 - D. Application of voter awareness

Unit 2 - Selective Service Registration

- I. Brief History of Conscription
 - A. Colonial days
 - B. Civil War - Conscription Law of 1863
 - C. World War I - Selective Service Act of 1917
 - D. Selective Training and Service Act of 1940
 - E. Universal Military Training and Service Act of 1948
 - F. Marshall Commission of 1966
 - G. All-Volunteer Armed Forces
 - H. Presidential Proclamation of 1980

- II. Purposes of Registration
 - A. Defense requirements
 - B. Responsibilities of citizenship
- III. Registration Requirements and Procedures
 - A. Who must register
 - B. Time factor
 - C. Where to register
 - D. Penalties
 - E. Other factors

UNIT 1

VOTER EDUCATION AWARENESS

OBJECTIVE 1

The student will identify significant documents and laws in United States and Louisiana history that have contributed to our present voting tradition.

CONCEPT:

Civic Responsibilities: Origin of Voting Privileges

GENERALIZATION:

Rights are balanced with civic responsibilities and obligations in a democratic society.

CONTENT OUTLINE

- I. History and Background of Voting
 - A. In the United States
 - 1. European Contributions
 - a. Magna Carta
 - b. English Bill of Rights
 - 2. Early American Voting
 - a. Mayflower Compact
 - b. New England Town Meeting
 - c. House of Burgesses
 - d. Fundamental Orders of Connecticut
 - e. United States Constitution
 - 1) Amendment I
 - 2) Amendment XIV
 - 3) Amendment XV
 - 4) Amendment XIX
 - 5) Amendment XXIV
 - 6) Amendment XXVI
 - f. Voting Rights Acts of 1965 as amended in 1970 and 1975

ACTIVITIES

- A. The student will research and document references to voting rights and responsibilities in such documents as the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Virginia House of Burgesses, or the Fundamental Orders of Connecticut.
- B. The students will help prepare a bulletin board display of Amendments I, XIV, XV, XIX, XXIV, and XXVI of the U.S. Constitution as they relate to voting in the United States.
- C. The student will prepare a chart showing the provisions of the Voting Rights Acts of 1965 as amended in 1970 and 1975. Discuss the major changes.

B. In Louisiana

1. Constitutions of 1812 through 1921
2. Constitution of 1974

- D. The student will either prepare a transparency of overlays or draw a chart depicting changes in voting laws as reflected in the Louisiana Constitutions of 1812, 1845, 1852, 1861, 1864, 1868, 1879, 1898, 1913, 1921, and 1974. Significant changes should be highlighted.

OBJECTIVE 2

The student will collect and will review information about the purposes of voting.

CONCEPT

Civic Responsibilities: Making Choices among Alternatives

CONTENT OUTLINE

- II. Why Americans Vote
 - A. Responsibility of citizenship
 - B. Political party identification
 - C. Promotion of interests of particular groups
 - D. Settlement of disputes
 - E. Making choices among alternatives

ACTIVITIES

- A. The student will discuss the information listed in Figure 1 page ---, and will do research on one or two of those topics listed. The student will hypothesize how history could have been different had the one vote gone the other way. The student will list any recent elections which have been decided by 5 percent or less of those voting.
- B. The student will invite a guest speaker from one or more of the following agencies to discuss why Americans vote and who votes:
 - 1. Political Science Department of a nearby college or university
 - 2. Louisiana Department of Health and Human Resources
 - 3. Louisiana Division of Administration
 - 4. League of Women Voters

5. Office of the Secretary of State (Louisiana)
 6. Office of the Governor of the State of Louisiana
 7. Advertising Agency specializing in political campaigns
 8. Public Affairs Research Council (PAR)
 9. American Federation of Labor-Congress of Industrial Organization (AFL-CIO)
 10. Louisiana Alliance of Business and Industry (LABI)
 11. Local Jaycees
- C. Ask the students to invite one of the following persons to explain why political party identification is important in the democratic process:
1. Local precinct captain
 2. Ward captain
 3. Member of one of the State central committees
 4. A candidate seeking office

- D. The student will visit the office of and will interview a lobbyist assigned to the Louisiana State Legislature. Emphasize the functions of a lobbyist and the importance of interest groups in elections.
- E. The student will research and report on events in his community in which people have used the voting process to settle community disputes.

FIGURE 1 - WHY EACH ELECTION AND VOTE IS IMPORTANT*

Summarize how one of the following has affected world history in a class discussion or after doing further research.

One vote made Oliver Cromwell Lord Protector of the Commonwealth of England in 1645.

One vote caused Charles I of England to be executed in 1649.

One vote in 1776 determined that Americans would speak English rather than German.

One vote in 1800 kept Aaron Burr, later charged with treason, from becoming president.

One vote elected Margus Morton governor of Massachusetts.

One vote made Texas (1845), California (1850), Idaho (1890), Washington (1889), and Oregon (1859) part of the United States.

One vote saved President Andrew Johnson from impeachment in 1868.

One vote changed France from a monarchy to a Republic in 1875.

One vote elected Rutherford B. Hayes to the presidency in 1876. The man in the electoral college who cast that vote was an Indiana Congressman elected by one vote.

One vote made Adolph Hitler head of the Nazi Party in 1923.

One vote in 1941 continued the Selective Service System only 12 weeks before Pearl Harbor was attacked.

*National Association of Secondary School Principals, Voter Education Curriculum Guide, Reston, Virginia: Office of Student Services, 1980, p. 3.

OBJECTIVES 3, 4, 5, 6

The student will list the qualifications for registering in Louisiana.
The student will explain the process of voter registration in Louisiana.
The student will discuss voting laws and procedures in Louisiana.
The student will describe the process of qualifying to run for a public office.

CONCEPT

Civic Responsibilities: Registration and Voting

CONTENT OUTLINE

- III. Registration and voting in Louisiana
 - A. Voter qualifications
 - 1. Eligibility
 - a. At least 18 years of age on or before the next election.
 - b. U.S. citizen by birth or naturalization
 - c. A bona fide resident of the state, parish, municipality, and precinct in which a person offers to register as a voter
 - 2. Ineligibility
 - a. Persons who have been convicted of a felony or interdicted
 - b. Persons interdicted after being declared mentally incompetent
 - B. Voter Registration
 - 1. Where to register
 - 2. How to register

ACTIVITIES

- A. Conduct a mock session for registering to vote in the classroom. Run off copies of the Louisiana Voter Registration application in the appendix on page 35. Distribute them to the students and emphasize correct procedures for filing them with the parish registrar of voters. Refer to the reproduced Louisiana section of the Voting Assistance Guide for additional information in appendix on pages 39 to 41.
- B. Develop "Did You Know" activities for (1) voter qualifications, (2) candidacy for public office to include qualifications, terms, salaries, filing fees, campaign finance disclosure requirements, etc. (Teachers can obtain copies of Election Times, Volume 2, Number 1, January, 1983, from the Office of the Secretary of State of Louisiana, P. O. Box 44125, Capitol Station, Baton Rouge, La. 70804.)

- a. Registration by personal appearance
- b. Registration by mail
 - 3. Changing residence or failure to vote
- C. Voting procedures and laws
 - 1. Elections
 - a. Primary
 - b. General
 - 2. Laws concerning elections
 - a. Casting ballots
 - b. Polling places
- D. How to run for public office
 - 1. Notice of candidacy
 - 2. Nominating petitions
 - 3. Qualifying dates for candidates
 - 4. Objections to candidacy of a qualifying person
 - 5. Campaign Finance Disclosure Act

- C. The student will ask a representative from the parish Registrar's Office to demonstrate the use of voting machines in elections.
- D. The student will research and report on the process of becoming a candidate for public office.

OBJECTIVE 7

The student will apply the decision-making process to voting.

CONCEPT

Civic Responsibilities: Decision Making

CONTENT OUTLINE

- IV. Decision making in the democratic process
 - A. Factors influencing decision making
 - 1. Propaganda techniques
 - 2. Interest groups
 - 3. Parental influence
 - B. Analysis of candidates
 - C. Analysis of issues
 - D. Application of voter awareness
 - 1. Interest in the governmental process
 - 2. Becoming acquainted with members of the community who are active participants in the political process

ACTIVITIES

- A. Appoint a small committee to write and present to the class a political campaign speech deliberately using propaganda devices. The student will listen and identify the devices used in the speech.
- B. The student will make a scrapbook or poster displaying examples of propaganda techniques used in newspapers, magazines, political cartoons, posters, and other sources in the community.
- C. Ask a representative from the local Jaycees to make a presentation of the United States Jaycees project, "Get Out the Vote."
- D. Invite the president of the school's parent organization to talk about the influence of the family on the individual's political behavior.
- E. The student will compile a list of characteristics that are desirable in candidates seeking public office.

- F. If there is a local or State election imminent, the student will collect information on the candidates and issues and discuss the findings.
- G. Help students select an issue of interest and importance to the local community or the school. Divide the class into two groups, each having opposing views on the issue. Allow each group to form a political party complete with (1) platform, (2) candidates, (3) campaign organization, (4) campaign materials, and (5) speeches and rallies. Then, hold two mock elections, primary and general, in which final candidates are selected and the issue is resolved.
- H. The student will create a format or visual design for the decision-making process as it relates to voting. Use the Sample Lesson in Figure 2, page 15 "To Strike or Not to Strike" as an example of political decision making. Use the Decision Tree model, Figure 3, page 16, in a project entitled, "To Vote or Not to Vote."

FIGURE 2 SAMPLE LESSON

To Strike or Not To Strike?

Jean Palmer looked up and screamed. The rat coming at her from the garbage pail was as big as a cat. She picked up the baseball bat she kept for the rats and shoved the ugly creature through a hole in the wall.

Jean lived in Apartment 2W in a slum. Forty other families lived in the building. Everyone tried to keep the building clean, but it was just no use. The owner did not live there and did not care. He only wanted to collect the rent.

The building was a mess. There was no janitor to fix things. The toilets didn't work, the sinks were cracked, windows were broken. The walls had big holes in them, and many times the furnace broke and there was no heat.

And there were the rats, big, black, ugly rats. People set traps for them but most got away. They lived in the walls growing fat and bold.

Jean's husband had died last year. She and her four children lived on "welfare checks." Many times she told herself, "I think if I live like this much longer I'm going to be a dead duck."

On this morning, Jean had just sat down after giving the kids breakfast and sending them off to school. Carlos and several others who lived on the third floor pounded on her door.

"We're going to get the owner to clean up this dump," Carlos explained angrily. "We're organizing a rent strike, and we need your help. You can help by not paying your rent until something is done."

He also said that the strike would fail if everyone did not take part. Then, those who had not paid their rent would get thrown out for sure.

"Besides," he said. "If you don't help out, everybody in the building will get mad at you and your kids."

Just then Jean's baby started crying. "Let me think about it," she said.

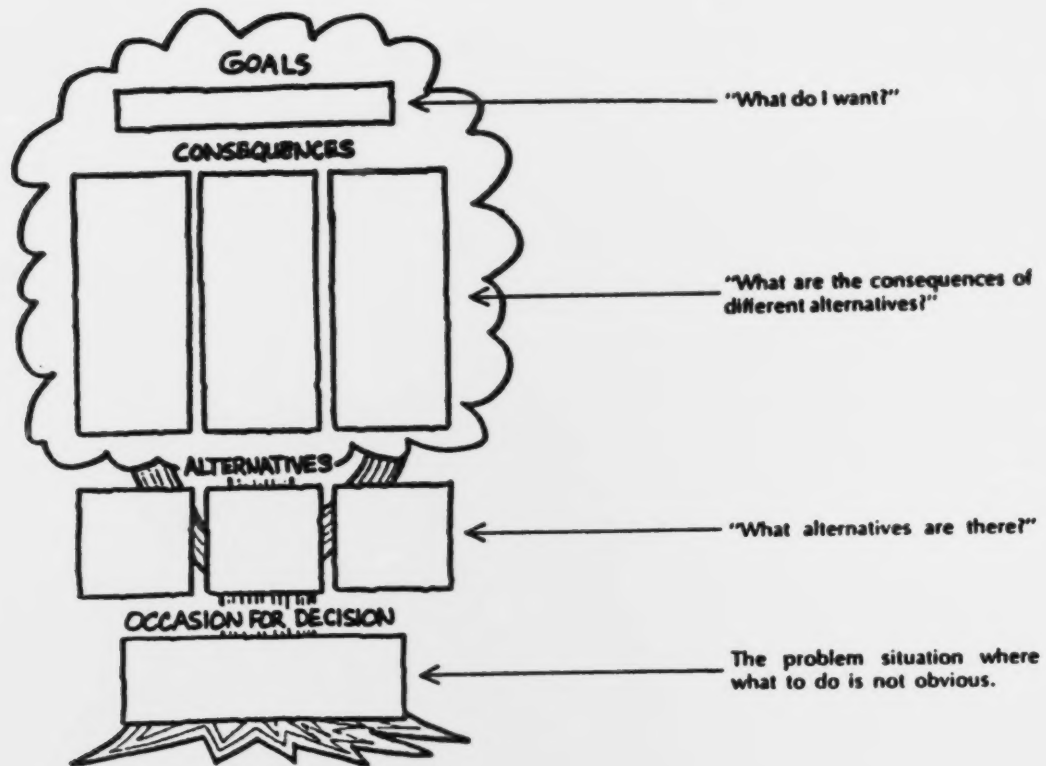
"I'll come back in an hour for your answer," Carlos said as he turned to leave.

As Jean heated the baby's bottle, thoughts about what to do raced through her mind. "If I join the strike but others don't, then I could be thrown out. If I'm thrown out where will we go to live? But somebody's got to do something. Maybe I could move—that's it, move away. But would it be better someplace else? Maybe I could wait to see if others will join the strike."

The more Jean thought, the angrier she got. She was proud. She was concerned about her children. "They can't go on living in a place like this. It isn't right." "I'm a good woman," she thought, "I don't bother anyone, but I've got my rights. I'll fight for them. Jail doesn't scare me. If I have to go, I go. I'm going to support the strike."

Jean Palmer faced an important occasion for decision. She had to make a political decision that could affect her family and friends. See if you can apply what you have learned about political decision-making by analyzing Jean's decision. To do this, fill in a blank Decision-Tree like the one shown on the next page.

FIGURE 3 DECISION-TREE FOR RENT STRIKE



To fill in the Tree, follow the steps listed below:

1. Write in the occasion for decision.
2. Ask: *What did Jean want?*; then fill in the goals you think she was aiming for. Think about her goals in terms of values. Which values were her goal?
3. Ask: *What alternatives did Jean have?* Think about alternatives, then fill in the alternative branches on the Tree. The model Tree has room for three alternatives. Can you think of more?
4. Ask: *What are the consequences of different alternatives?* Think about consequences, then fill in the good and bad consequences in terms of Jean's goals and values.

SELECTIVE SERVICE REGULATIONS

OBJECTIVE

The student will review the historical background of military conscription in the United States.

CONCEPT:

Enrollment in Military Service

GENERALIZATION:

Citizens' participation in a democratic society is an essential element for effective government and national security.

(Because of limited information on this special topic in regular school textbooks and classroom materials, the following information is given to assist teachers and students in a better understanding of the background of conscription in the United States.)

HISTORY OF CONSCRIPTION IN THE UNITED STATES*

Throughout our Nation's history, State and Federal governments have used some form of compulsory service to meet emergencies. During Colonial times in America, conscription laws were passed to meet specific requirements for services; these laws provided for exemptions from service as well as penalties for avoiding service. The militia system was the concept of defense that the colonists brought to America. The militia in many instances were restricted to serving within the boundaries of the colonies they represented. Service in the militia then was comparable to service in the military reserves today, with the maximum tour of duty at that time being three months. In colonial times the power of government to require military service was generally unchallenged. States resorted to conscription only infrequently, and men could avoid military service by getting married, paying a commutation fee, or hiring a substitute.

The Constitution gives the Federal government the power to raise and maintain an army and navy and to declare war. However, the first attempt at a national draft was during the Civil War in

August, 1862, when President Lincoln, seeking to raise 300,000 troops for nine months service, levied quotas on the States. In March 1863, a conscription law was enacted providing for an all Federal system with quotas allotted to Congressional districts. Again, the options of commutation or substitution were permitted, making this Civil War draft an inequitable system of conscription. The passage of this legislation marks the first documented occurrence of widespread resistance to the draft. In the South, universal conscription applied; but there, too, a wide range of exemptions existed. Not until 1917 was a truly nationwide system of conscription to be used in the United States.

The constitutionality of a wartime Federal draft was first deliberated in the case of *Kneedler v. Lane*; the Pennsylvania court deciding this case upheld the Conscription Act of 1863. The decision recognized both the Government's need to be able to wage war and the individual citizen's obligation to serve his country.

Following the declaration of war in 1917, Congress enacted a comprehensive draft law which was designed to conscript manpower for the duration of the "emergency." The Act authorized the President to create local boards of three or more civilians to determine all questions of exemption within their respective jurisdictions.

The constitutionality of the 1917 Selective Service Law was immediately challenged in the Federal courts. Open resistance to the draft was replaced by evasion as 250,000 draftees failed to appear for induction as ordered. The Supreme Court consolidated a number of cases pertaining to this Act and decided unanimously to uphold it in the *Selective Draft Law Cases* decision. The Court noted that Congress was given the power by the Constitution to "raise and support armies," to "declare war," and "to make all laws which shall be necessary and proper for carrying into execution the foregoing powers"; and decided that Congress had the constitutional power to conscript men for the war. After World War I, the draft expired and was not reinstituted until 1940 with the advent of World War II.

The year 1940 marked a significant and unique event in American history. Anticipating involvement with the war in progress in Europe, Congress passed the first peacetime Selective Service Act. Again, the constitutionality of the draft law was immediately challenged. But Federal district courts in four major cases, relying entirely on the *Selective Draft Law Cases*, rejected the argument that a peacetime draft was unconstitutional. Essentially, the courts reasoned that it was unrealistic to construe the Constitution and the *Selective Draft Law Cases* to mean that an actual war must be declared before a draft could be initiated on the grounds that military necessity required a broader construction of Congressional power under the Constitution. The Federal courts decided that the power to raise armies by conscription was no longer dependent upon the power to declare war. The Selective Training and Service Act of 1940 was also

responsible for establishing a structure of deferments and exemptions, which, with limited changes, became recognized in American history as the first genuinely workable system of conscription.

After World War II, President Truman recommended to Congress that the 1940 Act be permitted to expire in 1947, with the provision that if voluntary enlistments for the Armed Forces proved insufficient, reenactment would be requested. In one year, the authorized military strength of two million could not be maintained and fell to approximately 1,400,000. Therefore, little more than one year after expiration of the 1940 Act, Congress enacted new Selective Service legislation in 1948. The passage of the Selective Service Act of 1948 became the first step in establishing a permanent draft policy. The purpose of this legislation was to ensure that our armed forces would be maintained at authorized strength at all times. However, only 30,000 men were inducted under this Act between late 1948 and the Korean conflict. During the Korean conflict, the draft provided 27 percent of the persons in uniform. This conflict prompted the Congress, in 1951, to continue the induction authority for an additional four-year period and to make the Selective Service System a permanent agency. These enactments by Congress were responsible for the evolution of the draft into a permanent part of the military manpower procurement structure, even though the Nation was not fighting a declared war.

The basic structure of the Selective Service System remained virtually unchanged for the next 30 years. During this period, the System which had been created as part of the 1948 Act continued to register people and to maintain an available manpower pool even when the Department of Defense's manpower needs fell to zero in the spring and summer of 1961. There was virtually no debate or opposition to the extension of the Universal Military Training and Service Act (Selective Service Act) in the years 1955, 1959, and 1963. During the 1960's the Selective Service System found that the number of available and acceptable men greatly exceeded manpower requirements; therefore, it became necessary to reduce the available pool by creating new deferments and/or expanding the scope of existing ones. With the escalation of the Vietnam war and the United States involvement in 1965, manpower needs rose sharply; but, of the six million men who served in this war, only 25 percent were inductees (draftees).

During the Vietnam era, several study groups were convened for the purpose of analyzing methods of procuring military manpower. A Congressional panel (the "Mark Clark Panel") and Presidential Commission (the "Burke Marshall Commission") were created to study the Selective Service System. The Marshall Commission, appointed by President Johnson in 1966, published an extensive analysis of how the draft works and developed policy recommendations. One important recommendation was that the established procedure of first inducting the older men from the available pool be reversed so that younger men, those who reached age 20 during that calendar year, would be inducted first. The Commission also recommended that a random system of selection be used to determine the order of call for induction. This recommendation was adopted for 1970. Another

recommendation of the Marshall Commission was to halt the practices of student and occupational deferments to bring about more equity in administering the draft.

Other studies that deserve mention are: Task Force on the Structure of the Selective Service System Report (the "Magruder Report"), October, 1967; and the report of the President's Commission on an All-Volunteer Armed Forces (The "Gates Commission"), February, 1970.

Besides these studies and proposed reforms, two Supreme Court decisions made in this period had an important impact on draft policy. Earlier, conscientious objector status had been granted only to those with religious objections to war. In the decision of 1965 and the Welsh decision of 1970, the Supreme Court declared that those with moral and ethical objections to war in any form could claim exemption from military service as well as those whose objections were based on purely religious beliefs.

In 1970, the President's Commission on an All-Volunteer Armed Force reported that "the Nation's interest will be (best) served by an all-volunteer force, supported by an effective standby draft." In 1971, in anticipation of an All-Volunteer Armed Force (AVF), Congress decided to have the Selective Service operate on a standby status. The last inductions were in December 1972; and the general statutory authority to induct men into the military expired in 1973. In 1975, the requirement that 18-year-olds register with Selective Service was suspended.

In 1973, the AVF became a reality. Two years later, President Ford suspended the requirement that young men register with the Selective Service System. Since that time, Selective Service has served mainly in a support capacity for the AVF.

In 1977, the Secretary of Defense announced increased manpower requirements within specific time frames in event of mobilization. With this increase came the concern that the Selective Service System, by this time in "deep standby," would not have the capacity to meet defense requirements in the event of war or national emergency. Four Congressionally mandated studies were released at the end of 1978, each citing a need for registration as a means of improving the nation's capability to mobilize. Accordingly, President Carter initiated actions in 1979 to rebuild the Selective Service System so that it would be able to meet an emergency requirement. These initiatives had just begun when the Soviet Union invaded Afghanistan, an aggressive action viewed by President Carter as a potential threat to world peace. With the possibility of a future mobilization even more apparent, President Carter reinstituted the requirement for registration in July, 1980. The requirement to register remains in effect at the present time.

*Selective Service System. Registrant Information Management System. Washington, D.C.: U. S. Government Printing Office, 1982.

CONTENT OUTLINE

- I. Brief History of Conscription
 - A. Colonial days
 - B. Civil War - Conscription Law of 1863
 - C. World War I - Selective Service Act of 1917
 - D. Selective Training and Service Act of 1940
 - E. Universal Military Training and Service Act of 1948
 - F. Marshall Commission of 1966
 - G. All-Volunteer Armed Forces - Suspension of Selective Service Registration in 1975
 - H. President Carter's Proclamation of 1980 - Reinstatement of Registration under the Military Service Act

ACTIVITIES

- A. Form a panel of students to hold a discussion. The student will research information and formulate arguments for and against Selective Service Registration and military conscription.
- B. Appoint several students to do research on military conscription during the Civil War and compare with military conscription during World War II. Have them point out similarities, differences, and instances of inequality.
- C. Form a debate team. The student will research and formulate arguments for and against an All-Volunteer Armed Force. Invite a military recruiter or a parent who has been in the service to discuss this issue.

OBJECTIVE 2

The student will be able to explain the purposes of maintaining Selective Service Registration.

CONCEPT

Military Readiness

ACTIVITIES

- II. Purposes of Registration
 - A. Capacity to meet defense requirements in the event of a national emergency or war
 - B. Responsibilities of citizenship

- A. The student will role play a scenario drawing an analogy between a nation's military unpreparedness and one or more of the following:

- (1) a football game
- (2) a test in school
- (3) a national disaster

Emphasize the importance of advanced planning, being well prepared, and civic responsibilities.

- B. The student will research and cite examples of historical instances in which military unpreparedness endangered a country's freedom or resulted in a loss of freedom.

OBJECTIVE 3

The student will be informed that all young men are required to register for the Selective Service within 120 days before or 30 days following their 18th birthday.

CONCEPT

Selective Service Registration

ACTIVITIES

III. Registration Requirements and Procedures

- A. Who must register
 - 1. U. S. Citizens
 - 2. Males born in 1960 or later who are at least 18-years-old
 - 3. Aliens residing in the U.S.
 - 4. Conditional entrants to the U.S.- (Refugee or Parolee)
- B. Time factors - 120 days before or 30 days after 18th birthday
- C. Where to register - U.S. Post Office
 - 1. Registration cards
 - 2. Registration procedures
- D. Penalty - It is a Federal offense (felony) upon conviction for failure to register. The maximum penalty is up to five years in prison, up to a \$10,000 fine or a combination of both.
- E. Other factors
 - 1. Notification of change of address
 - 2. Exemptions and deferments (only if Draft is reinstated)
 - 3. Court Cases
 - a. Kneidler vs. Lane - upheld Conscription Act of 1863
 - b. Seeger decision of 1965 and Welsh decision of 1970 - Moral and ethical objections allowed
 - c. Exemption of females

- A. The students will form in small groups. Each group will be responsible for designing a jigsaw puzzle of facts about Selective Service Registration.
- B. Form a panel for discussion. The student will formulate arguments defending or opposing female registration. Other students will prepare questions for the panel members.
- C. Invite a Selective Service representative to speak to the class or student body about Selective Service Registration. (See list of resource persons in appendix.) The student will prepare questions for the presenter.
- D. The student will design a bulletin board using materials from the Selective Service Activity Packet. (See Appendix for how to order the packet.)
- E. Run off copies of the registration form. The student will practice filling in the form correctly.

GLOSSARY*

Abstention - nonvoting

Accountability - the obligation of elected officials to serve the interests of and be answerable to their constituents

Adversary - opponent in an election or debate

Affirmative Action - intentional policies to hire and/or to increase the participation of minorities. Mandated by the Civil Rights Act of 1965 and by Supreme Court decisions.

Alien - any person who is neither a citizen nor a national of the state in which he is living.

Anarchy - absence of any effective government. Frequently accompanied by violence and terrorism

Apportionment - division into districts based on population for the purpose of electing representatives to the state legislature, to Congress and any political subdivision whose districts are based on population. Reapportionment becomes necessary when there are population changes.

Authoritarian - describes a government in which the rights of individuals are completely subordinate to the power of the state. May be a military or civilian, communist or non-communist government.

Backlash - describes a strong reaction to some social change or public policy, generally motivated by fear, prejudice or anger.

Ballot - official list of candidates' names or issues to be decided in an election

Bipartisan - representative of, or having the support of two major political parties

Bloc - group of persons, parties, organizations, or nations united for a common purpose

Boycott - a united effort to stop buying products of a particular company, or having relations with a particular nation as a means of protest. Objective of a boycott is to effect a change in policy.

Campaign - effort to gain votes for a candidate

Candidate - person who seeks to be elected

Canvass - to seek votes, support, or opinions door-to-door, at a shopping center, etc

Coalition - a union of parties or persons who set aside their differences in pursuit of a common goal or cause

Coattails - the effect of candidates of the same party gaining votes because of the popularity of one major candidate

Constitution - document recording the fundamental principles that govern a nation, state, or organization

Conscientious objector - a registrant who, because of religious, moral, or ethical beliefs, is conscientiously opposed to participation in war in any form and to both combatant and noncombatant training and service in the Armed Forces

Convention - a formal assembly or meeting of members, representatives, or delegates of a group

Credibility - confidence or belief in the integrity, honesty, and/or effectiveness of a person or institution

Dark Horse - surprise candidate for public office in an election, or an underdog who wins. A candidate with the least chance of winning.

Deferment - the delay of induction as a result of reclassification

Demagogue - a politician skilled in arousing the prejudices and passions of the public by rhetoric, sensational arguments, lies, etc.

Desegregation - process of ending racial separation and discrimination

Dictatorship - government by a single ruler with complete power

Disenfranchised - refers to persons who do not have the right to vote, because they lost their citizenship, did not register to vote, or were convicted of certain crimes

Elect - choose

Election - process of choosing a candidate by voting

Electioneering - campaigning for a candidate

Elite - persons who exercise a major influence on political, economic, and social decisions

Exemption - a result of reclassification into a class that is not subject to induction

Geopolitics - interrelation of geographical and political factors

Grass roots - usually describes a movement or action directed at, or stemming from, the general public, rather than from the political leadership or powerful interest groups

Incumbent - person who presently is in office

Independent - candidate or voter who is not affiliated with a political party

Integration - different racial and ethnical groups living, working, and enjoying their rights and responsibilities together

Jurisdiction - limits within which the government may exercise its powers. Also refers to the limits of the powers of particular agencies, branches, or levels of government

Lame duck - incumbent who has decided not to run for re-election, who has been defeated, or who is prevented by law from being re-elected and is serving out his final days in office

Local Board - a panel of the Selective Service System of not fewer than three civilian members appointed by the President to act on all registrants' claims presented to it

Noncombatant Service - service in the Armed Forces which does not require the bearing of arms in training or combat

Nonpartisan - favoring no political party

Ombudsman - a public official whose job it is to act on complaints or problems from citizens

- Parolee** - a temporary status which may be accorded to an alien who is applying for admission into the United States, wherein, for emergent reasons or for reasons deemed to be in the public interest, the alien is released from custody without being regarded as having been admitted into the United States
- Partisan** - an idea, issue, or project primarily supported by or favoring one group
- Patronage** - power of certain elected officials to make appointments, and to grant contracts and special favors
- Petition** - request to a public official seeking to correct a wrong or to influence public policy. Also, a method of placing a candidate's name on the ballot by getting a specified number of signatures
- Plurality** - the winning of an election by a candidate who receives more votes than any other candidate, but not a majority of the total vote
- Political Party** - group of people who work and organize together to win elections, to run government, and to represent a common set of beliefs, policies, and values
- Poll** - series of interviews on a particular subject aimed at measuring public opinion
- Polling place** - place where an election is held
- Primary election** - preliminary election within a party to nominate a candidate
- Propaganda** - organized efforts to influence the thoughts, emotions, opinions, and actions of people by means of words, pictures, music, symbols, etc
- Purge** - removal of voters from voter registration rolls for not voting during a specified time
- Qualification to register** - requirements people must meet before being allowed to register
- Quota** - set number of persons of a particular "category" (e.g., race, religion, ethnic group, sex), who must be included, hired, or admitted
- Recall** - a procedure enabling voters to remove an elected official from office before his term has expired

Redress of Grievances - right to petition the government in protest or in support of your interests

Registration - the enrollment of prospective voters

Status Quo - existing state of affairs

Statute - law passed by a legislature

Subversion - efforts to cause the overthrow, destruction, or destabilization of an existing government

Vote - a choice expressed by written ballot, voice, show of hands, etc

Voter - a person who votes - an elector

Tally - mark which is used to keep score when counting the votes

Write-in Vote - a vote cast for a candidate not appearing on the ballot but written on the ballot by the voter.

*Reprinted with permission from NASSP publication entitled Voter Education Curriculum Guide, and also from Voting in Ohio Through Education, a publication of the Ohio Department of State in cooperation with the Ohio Department of Education; Glossary of Terms from a publication of the Selective Service System, Registrant Information Management System.

GENERAL REFERENCES

A. Bibliography

1. Dykstra, Gretchen, Jean Fredler and John H. Wilson. Real Life Citizenship: A Functional Skills Program from Scholastic. New York: Scholastic Book Services, 1979.
2. Jacobs, C. and Frank Gallegher, Jr. The Selective Service Act: A Case Study of the Governmental Process. New York: Dodd, Mead and Company, 1969.
3. Lavemon, Gory S. The Young American Citizen Skillbook. New York: William H. Ladlin, Inc., 1980.
4. Little, Roger M., ed. Selective Service and American Society. Hartford: Russell Sage Foundation, 1969.
5. Lynons, Schley R., and William J. McCoy. Who Votes and Why. An Analysis of Recent American Electoral Patterns, Practical Politics Booklet No. 6. New York: The Robert A. Taft Institute of Government, 1975.
6. Patrick, John Jr., ed. "Teaching Citizenship Skills in a Presidential Election Year." Social Education, October, 1976.

B. Free and/or Inexpensive Materials and Resources

1. Constitution of the State of Louisiana as Amended Through the Election of October 27, 1979. Baton Rouge: Moran Industries, Inc., 1979. Price - \$1.40

Order From: Secretary of State's Office
Post Office Box 44125
Baton Rouge, Louisiana 70804
2. Election Times. Guide to Louisiana's 1983 Elections. Baton Rouge: Bourque Printing, Inc. 1983. Free - Secretary of State's Office.
3. Gubernatorial Election Information. State of Louisiana. Baton Rouge: Moran Industries, Inc., 1983. Price - \$2.00 - Secretary of State's Office.

4. Municipal Election Information. State of Louisiana. Baton Rouge: Moran Industries, Inc. 1984. Price - Write for cost in Spring of 1984 to Secretary of State's Office.
5. Louisiana Election Code. State of Louisiana. Baton Rouge: Moran Colorgraphic, Inc., 1982. Price - \$4.70 - Secretary of State's Office.
6. League of Women Voters. A Citizen's Guide to Louisiana Government, 3rd ed. Denver: The Frost Foundation, Spring, 1982. Price - \$2.75.

Order From: League of Women Voters
850 North 5th Street, Apt. 103
Baton Rouge, Louisiana 70802
Phone: (504) 344-3326

7. Louisiana Officials, 1983 Roster. Baton Rouge: Moran Industries, Inc., 1983. Price - \$3.50 - order from Secretary of State's Office.
8. Selective Service Activity Packet - Contains posters, sample registration card, President Carter's Proclamation, Questions and Answers about Registering with Selective Service, History of Selective Service. Free.

Order From: Region Director
Selective Service System
Region IV Building 1239
1st Floor West Wing
Naval Air Station
Dallas, Texas 75211

or

Selective Service System
National Headquarters
1023 31st Street N.W.
Washington, D.C. 20435

9. Resource Persons from Selective Service System

- a. BG. Charles A. Haase', State Director of Louisiana
Post Office Box 50781
New Orleans, Louisiana 70150
Phone: (504) 944-6385 or 888-5283
- b. Colonel George C. Connolly Jr., Section Chief
Civil Court Building
421 Loyola Avenue
New Orleans, Louisiana 70112
Phone: (504) 525-1270 or 282-1443
- c. Colonel Antonio Barros, Commanding Officer, Flight J.
Computer Science Corporation
NSTL, Mississippi 39529
Phone: (601) 688-1265 or (504) 641-2585
- d. Colonel W. Robert Kinscherff, Region Director
Region IV Headquarters
Naval Air Station, Building 1239
Dallas, Texas 75211
Phone: (214) 767-7296 or (817) 469-7547

10. Director of Selective Service. Semi-Annual Report of the Director of Selective Service. Washington, D.C.: U. S. Government, Printing Office, 1984. Price - \$1.50.

11. Contact Local Jaycee Chapters for speakers and information on "Get Out the Vote" project or contact Louisiana Jaycee Headquarters:

Post Office 1150
Jena, Louisiana 71342
(318) 992-4169

12. Resource persons from League of Women Voters.

<u>LEAGUE</u>	(1983 OFFICERS) <u>PRESIDENT</u>	<u>TELEPHONE</u>
Alexandria	Lynn Story 2301 Jackson Street Alexandria, LA 71301	(318) 442-2154
Baton Rouge	Eleanor Earle 3047 Yorktown Drive Baton Rouge, LA 70808	(504) 924-5618
Jefferson Parish	Charlotte Fremaux 305 Cuddihy Drive Metairie, LA 70005	(504) 833-0816
Lafayette	Barbara Hansen 300 Spruce #117 Lafayette, LA 70506	(318) 984-4162
Lake Charles	Betty Owens 5001 East St. Charles Avenue Lake Charles, LA 70605	(318) 478-7541
Livingston Parish	Sheila Lay 941 Montgomery Street Denham Springs, LA 70726	(504) 664-7824
New Orleans	Joel Myers 1636 Toledano Suite 301 New Orleans, LA 70115	(504) 895 2062
Ouachita Parish	Teriece Cyrus 115 North Church Street West Monroe, LA 71291	(318) 323-0058
Ruston-Grambling	Carol James 1400 Benton Ruston, LA 71270	(318) 251-0356

St. Tammany Parish	Jan Harrison 206 East Durham Drive Slidell, LA 70458	(504) 641-0621
Shreveport	Peggy Reedy 9210 Rhett Shreveport, LA 71118	(318) 686-4089
Leesville-Vernon Parish Unit	Diane Cosenza 2115 Kings Road Leesville, LA 71446	(318) 238-1378

APPENDIX

48

LOUISIANA VOTER REGISTRATION APPLICATION

(PLEASE PRINT OR TYPE)
OFFICE OF REGISTRAR OF VOTERS
STATE OF LOUISIANA
PARISH OF EAST BATON ROUGE

Wd. _____ Pct. _____
Wd. _____ Pct. _____
Wd. _____ Pct. _____
Wd. _____ Pct. _____

Computer Registration
No. _____

NAME OF APPLICANT (PLEASE PRINT)		DATE OF APPLICATION	
LAST	FIRST	MIDDLE OR MAIDEN	MONTH DAY YEAR
RESIDENCE ADDRESS House, Apt. No. & Street (If Rural Route & Box No.)		CITY OR TOWN	STATE ZIP
Mailing Address, If Different:		GIVE LOCATION	
APPLICANT'S PLACE OF BIRTH		DATE OF BIRTH	
CITY OR TOWN	PARISH OR COUNTY	STATE	FOREIGN COUNTRY AGE MONTH DAY YEAR
SOCIAL SECURITY NUMBER	SEX (Circle One) MALE FEMALE	RACE (Circle One) White - Black Other _____	MOTHER'S MAIDEN NAME
PARTY AFFILIATION (Circle One) DEMOCRAT REPUBLICAN NONE OTHER (Specify) _____		PLACE OF LAST RESIDENCE	PLACE OF LAST REGISTRATION PARISH OR COUNTY STATE
Are You Currently Under an Order of Imprisonment For Conviction of a Felony (Circle One)		Are You Currently Under a Judgment of Interdiction for Mental Incompetence? (Circle One)	
YES NO		YES NO	
WILL YOU REQUIRE ASSISTANCE AT THE POLLS? (Circle One) YES NO If Yes, GIVE REASONS:			
If You Are a Member of a Language Minority Group Entitled to Printed Materials and Ballots Under the Federal Voting Rights Act Because of Your Inability to Read and Write English, Indicate the Language _____			
WARNING: False Statements on This Application Are Punishable by a Fine of Not More Than Five Hundred Dollars or Imprisonment for Not More Than Six Months, or Both. On a Second Offense, the Penalty is Doubled. (R. S. 18:1461 (B)).			

SWORN TO AND SUBSCRIBED BEFORE ME THIS

DAY OF _____, 19____
Nathaniel D. Acosta
(DEPUTY) REGISTRAR

*OPTIONAL LR-1-79

I DO HEREBY SOLEMNLY SWEAR (OR AFFIRM) THAT I AM A CITIZEN
OF THE UNITED STATES A BONA FIDE RESIDENT OF THIS STATE
AND PARISH AND THAT THE FACTS GIVEN BY ME ON THIS APPLI-
CATION ARE TRUE TO THE BEST OF MY KNOWLEDGE AND BELIEF.

SIGNATURE OF APPLICANT

CHANGE OF ADDRESS

Date _____	Address _____	Dist. or Wd. _____	Pct. _____	In _____	Out _____
Date _____	Address _____	Dist. or Wd. _____	Pct. _____	In _____	Out _____
Date _____	Address _____	Dist. or Wd. _____	Pct. _____	In _____	Out _____
Date _____	Address _____	Dist. or Wd. _____	Pct. _____	In _____	Out _____
Date _____	Address _____	Dist. or Wd. _____	Pct. _____	In _____	Out _____
Date _____	Address _____	Dist. or Wd. _____	Pct. _____	In _____	Out _____

CHANGE OF NAME

Date _____	I am now Mr. Mrs. Miss _____
Nature of change: _____	
Date _____	I am now Mr. Mrs. Miss _____
Nature of change: _____	
Date _____	I am now Mr. Mrs. Miss _____
Nature of change: _____	

CHANGE OF PARTY AFFILIATION

Date _____	From _____	To _____
Date _____	From _____	To _____
Date _____	From _____	To _____
Date _____	From _____	To _____

REMARKS

(UPON REQUEST, THE REGISTRAR SHALL FURNISH EACH APPLICANT A COPY OF HIS APPLICATION CARD.)

Louisiana

I Absentee Registration

Voter registration is conducted by the Registrar of Voters in each parish. Voter registration in Louisiana is permanent as long as a person votes at least once every 4 years and has informed the Registrar of Voters of their new address if they have changed their local voter registration address within Louisiana.

The term PERSON(S) as used herein means a Louisiana resident and includes Overseas Citizens.

The term OVERSEAS CITIZEN(S) as used herein means a citizen of the United States who is living outside of the United States and who has or will have attained the age of 18 by the date of an election and who may not now qualify as a resident of the State of Louisiana but who was last domiciled in Louisiana immediately prior to departure from the United States and who is not registered to vote and is not voting in any other state, territory or possession of the United States.

A. Where to Apply

Application for registration should be submitted to the Registrar of Voters, parish seat, parish of voting residence as listed below:

Parish	Parish Seat	Zip Code
Acadia	Crowley	70526
Allen	Oberlin	70455
Assumption	Donaldsonville	70346
Assumption	Napoleonville	70390
Avoyelles	Marksville	71351
Beauregard	De Ridder	70534
Bossier	Arenas	71001
Bossier	Benton	71006
Cade	Shreveport	71101
Calcasieu	Lake Charles	70601
Caldwell	Columbia	71419
Cameron	Cameron	70631
Catahoula	Harrisonburg	71340
Claiborne	Homer	71040
Concordia	Vidalia	71373
De Soto	Mansfield	71052
East Baton Rouge	Baton Rouge	70811
East Carroll	Lake Providence	71254
East Feliciana	Clinton	70723
Evangeline	Ville Platte	70680
Franklin	Winnabow	71295
Grant	Calas	71417
Iberia	New Iberia	70540
Iberville	Plaquemine	70764
Jackson	Jonesboro	71351
Jefferson	Groton	70063
Jefferson Davis	Jennings	70544
Lafayette	Lafayette	70501
Lafourche	Thibodaux	70301

Parish	Parish Seat	Zip Code
La Salle	Jena	71342
Lincoln	Ruston	71270
Livingston	Livingston	70754
Madison	Tallulah	71283
Morehouse	Bastrop	71220
Natchitoches	Natchitoches	71457
Orleans	New Orleans	70112
Quachita	Monroe	71201
Plaquemine	Pointe A La Hache	70082
Pointe Coupee	New Roads	70760
Rapides	Alexandria	71301
Red River	Coushatta	71019
Richland	Rayville	71269
Sabine	Many	71449
St Bernard	Chalmette	70043
St Charles	Hahnville	70067
St Helena	Greensburg	70441
St James	Convent	70723
St John The Baptist	Edgard	70049
St Landry	Opelousas	70570
St Martin	Saint Martinville	70582
St Mary	Franklin	70538
St Tammany	Covington	70433
Tangipahoa	Amite	70422
Tensas	Saint Joseph	71366
Terrebonne	Houma	70390
Union	Farmerville	71241
Vermilion	Abbeville	70510
Vernon	Leesville	71446
Washington	Franklinton	70438
Webster	Minden	71055
West Baton Rouge	Port Allen	70767
West Carroll	Oak Grove	71263
West Feliciana	Saint Francisville	70776
Winn	Winnfield	71483

B. Who May Register Absentee

The following persons may register absentee in Louisiana:

- "United States Service Voters," who are members of the Armed Forces and;
- members of the U.S. Merchant Marine, and;
- civilian employees of the United States while serving outside of the United States, and;
- members of religious or welfare groups assisting members of the Armed Forces and who are officially attached to and serving with the Armed Forces, and;
- spouses and dependents of all the above, and;
- Overseas Citizens.

C. Registration Procedures

- In Louisiana absentee registration is completed when the state "Application for Absentee Registration" form is received by the Parish Registrar of Voters; it must be received before

VOTING ASSISTANCE GUIDE

the close of registration—30 days before the election.

2. A single Federal Post Card Application (FPCA) may be used to request an "Application for Absentee Registration" and absentee ballot when used by those persons listed in paragraph B above provided the FPCA is received not more than 6 months before an election. FPCAs received more than 6 months before the election will be treated only as a request for an "Application for Absentee Registration" form but not as a request for an absentee ballot and an additional FPCA must be submitted to request an absentee ballot.

3. The state absentee registration form must be signed and sworn to before a person authorized to administer oaths.

4. A Federal Post Card Application (FPCA) may be used to request the "Application for Absentee Registration." The state absentee registration must be signed and sworn to before a person authorized to administer oaths.

NOTE: THE STATE ABSENTEE REGISTRATION FORM CALLS FOR THE NAMES OF 2 OR MORE WITNESSES WHO RESIDE IN THE VOTER'S PRECINCT WHO CAN TESTIFY UNDER OATH, IF NECESSARY, THAT THE VOTER RESIDED IN THE PRECINCT AT THE TIME OF DEPARTURE FROM THE UNITED STATES. THE PERSON SHOULD COMPLETE THE BALANCE OF THE REGISTRATION FORM AND SUBMIT IT TO THE REGISTRAR OF VOTERS. IF REGISTRATION IS DENIED DUE TO FAILURE TO PROVIDE 2 WITNESSES FROM THE PARISH THE PERSON SHOULD NOTIFY THE FEDERAL VOTING ASSISTANCE OFFICE, OFFICE OF THE SECRETARY OF DEFENSE. THIS NOTICE SHOULD INCLUDE THEIR PARISH, PARISH ADDRESS, THE DATE THE REGISTRATION FORM WAS MAILED, AND THE NAME OF THE PERSON WHO ADVISED THEM THAT THEIR REQUEST FOR REGISTRATION WAS DENIED.

D. Bars to Registration and Voting

Persons who are under an order of imprisonment for conviction of felony or who have been

declared by a court to be mentally incompetent may not register or vote in Louisiana.

E. Cancellation of Registration

A person's registration will be cancelled for failure to vote at least once during a four-year period.

F. Application for Registration by Proxy

Louisiana does not have a procedure for registration by proxy.

G. Appeal Rights and Process Upon Receiving Denial of Application for Registration

If a person's application for registration is denied (for reason(s) aside from failing to provide the 2 witnesses as mentioned in the note in paragraph C above) then the person should provide the information called for in the notice of denial and resubmit the application. If a second denial is received, then the person should seek the assistance of their local voting assistance officer or counselor, legal officer or civilian counsel.

H. State Action on Registration Requests

Once the person's request for registration has been processed, a notice of registration will be sent.

II Applying For An Absentee Ballot

A. Requests for absentee ballots should be sent to the Registrar of Voters at the parish seat, parish of voting residence.

B. The following persons may vote absentee in Louisiana:

1. "United States Service Voters", and;
2. Overseas Citizens.

C. If the FPCA is received earlier than the foregoing deadlines it will be treated as a request for an Application for Absentee Registration only and a separate request for absentee ballot(s) must be submitted within the deadlines specified.

D. Requests for absentee ballots from "United States Service Voters," and from Overseas Citizens must be received by the

STATE ABSENTEE REGISTRATION AND VOTING PROCEDURES

Registrar of Voters not earlier than 6 months and not later than 7 days before the election.

E. Absentee ballots will be mailed as soon as they are printed and available—approximately 20 days before the election.

F. Absentee ballots from "United States Service Voters," and from Overseas Citizens must be received not later than the close of polls on election day.

III Oath

A. Louisiana requires that the state "Application for Absentee Registration" form and the absentee ballot return envelope be sworn to.

B. The FPCA used to request the state "Application for Absentee Registration" form, and the FPCA request for an absentee ballot do not have to be sworn to.

IV Federal Post Card Application (FPCA)

A. Louisiana requires that a person complete all FPCA items except Item 16 when using the FPCA to request a state registration form and all FPCA items except Item 16 when using the FPCA to request an absentee ballot.

B. The FPCA used to request the state form "Application for Absentee Registration" may also be used to request absentee ballots for the

primary and the general election by "United States Service Voters," and Overseas Citizens if submitted no earlier than 6 months prior to the election in which a person wants to vote.

C. If a "United States Service Voter" or an Overseas Citizen submits an FPCA more than 6 months before the election in which they want to vote, that FPCA will be treated only as a request for the state registration form and a second FPCA must be submitted no earlier than 6 months before that election in order to request absentee ballot(s) for the election(s) in which they want to vote.

D. FPCA Item 2: Must contain the complete address at which the voter lived in the parish of voting residence in Louisiana.

E. FPCA Item 3: Persons are cautioned that their state of birth is not their state of voting residence if they now reside in another state.

F. FPCA Item 7: Must specify the elections—Primary and/or General for which absentee ballots are being requested. FPCA Item 7(d) "All as permitted" should not be circled. This may result in a person not receiving an absentee ballot for any election.

G. FPCA Item 8: Political party preference must be indicated when requesting an absentee ballot for a primary election.

*U.S. ALMOST ALONE IN SPURNING DRAFT

In most developed countries - NATO, Communist, neutral - young men not only register but serve in the forces. *It's accepted as a way of life.*

The mounting congressional battle over a proposal to register young men and women for a possible draft spotlights this fact:

The U.S. is one of a small handful of industrialized nations with no system of compulsory military service.

Not only registration but active drafts are the general rule for America's allies and adversaries, as well as many neutral powers.

All but three North Atlantic Treaty Organization countries - Britain, Canada and tiny Luxembourg meet their military manpower needs by means of conscription.

On the other side of the superpower equation, the Soviet Union and all six of its Warsaw Pact partners demand relatively long terms of military service from their young men.

Even Europe's neutrals, Sweden, Switzerland, Austria, Finland and Yugoslavia, operate national-service programs that can subject a citizen to callup duty until the age of 50.

In a number of these countries - such as France, Germany, Poland and Russia - there is a tradition of conscription to man large Continental armies.

FEW OBJECTORS

The antidraft movement abroad, mainly stemming from conscientious objection rather than political grounds, is insignificant compared with the movement in the United States. A recent poll in West Germany found that 60 percent of the public approved of compulsory service, as did 40 percent of draft-age youth.

The extent of compulsory duty varies widely among NATO nations. The longest term is the 32 months required of Greek sailors, while conscripts in Turkey are required to serve 20 months. Generally the basic call-up in NATO countries is for at least one year. Belgium and Denmark are exceptions, with shorter terms.

In France, men between the ages of 18 and 27 must serve one year of active duty at a pay of \$67 monthly. Upon completion of service, conscripts may be recalled for periods of four to five days

to a total of six months until the age of 35. The French support compulsory military training - first introduced in 1970 - as indispensable not only for defense but to insure that the Army is not cut off from the nation. Besides, a volunteer scheme, which would add 1.4 billion dollars to the defense budget, is deemed financially unattractive.

In West Germany, youths between the ages of 18 and 24 are drafted for 15 months and, upon discharge, serve for one year in a ready reserve that can be mobilized by the Minister of Defense. Monthly pay of draftees recently was increased from \$106 to \$130.

Holland, where conscripts serve 14 months between the ages of 18 and 35, pays draftees from \$361 a month at the age of 18 to \$418 at 20.

In Belgium, a plan to reduce compulsory military service from 10 to six months has been shelved. Conscripts receive \$79 a month for the first six months and \$105 thereafter.

In Italy, Army and Air Force conscripts serve 12 months while those going into the Navy serve 18. A bill now before Parliament would reduce Navy service to 12 months. Conscripts receive \$33 monthly.

Britain abandoned compulsory military service 17 years ago. This marked a return to a tradition of maintaining a small Army of volunteers - even at the height of the British Empire. The end of the peacetime draft was accompanied by a radical curtailment of Britain's worldwide military commitment and the concentration of its armed forces almost exclusively in NATO.

Japan, America's major Asian ally also shuns the draft. A constitution dictated by American occupation authorities outlaws war for that country. Japan, with a population of 115 million maintains self-defense forces numbering only 241,000 volunteers.

TOUGHER DUTY

In Warsaw Pact countries, military conscription is far more rigorous than in the West. Two years duty is required of Red Army and Air Force recruits, while soviet sailors and border guards must serve three years. Also, all Soviet men are committed to reserve units until they are 50.

Four of the other six pact countries, Poland, Czechoslovakia, Hungary and Bulgaria, draft citizens for at least two and sometimes three years. Only in East Germany and Rumania do draftees serve as few as 18 months.

Asia's major Communist power, China, has 4 million conscripts under arms and operates the world's most demanding system of compulsory service. Army and Air Force conscripts must serve up to four-year tours, while sailors serve five.

Suprisingly, neutral countries in Europe also make extensive use of the draft primarily to train reserve forces for call-up in a crisis.

In Sweden, for example, about 50,000 men are called up each year for 7½ months of basic training. Another 100,000 are recalled on a regular basis for refresher courses. Altogether, Swedish men must spend 375 days in military training between the ages of 19 and 47 - and 65 days if they are officers.

Switzerland requires draftees to spend 17 weeks of basis training and then recalls them regularly for refresher training until the age of 50. As a result that small, landlocked nation, with an active military of only 18,500, can mobilize 625,000 troops within 48 hours in a emergency.

Only one nation still draft women - Israel. Even there, female conscripts are excluded from combat and are offered liberal exemptions.

Thus, what emerges from a worldwide survey of recruiting practices is this: Whatever the outcome of the congressional debate over draft registration, the U.S. will still belong to very small club of nations that spare their young men compulsory military service.

U.S. News and World Report, March 10, 1980.

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**SELECTIVE SERVICE SYSTEM
Registration Form**

READ PRIVACY ACT STATEMENT ON REVERSE
PLEASE PRINT CLEARLY

DO NOT WRITE IN THE ABOVE SPACE —

1	DATE OF BIRTH Name of Month Day Year	2	SEX ☐ MALE ☐ FEMALE	3	SOCIAL SECURITY NUMBER _____ _____ _____
4	PRINT FULL NAME Last First Middle				
5	CURRENT MAILING ADDRESS Number and Street City State or Foreign Country Zip Code				
6	PERMANENT RESIDENCE (If different than BLOCK 5) Number and Street City State or Foreign Country Zip Code				
7	CURRENT TELEPHONE NUMBER Area Code Number				
8	I AFFIRM THE FOREGOING STATEMENTS ARE TRUE Today's Date Signature of Registrant (Previous Editions Will Not Be Used And Will Be Destroyed)				

Postal Date Stamp & Clerk Initials

☐ ID

☐ NO ID

☐ OTHER

SSS FORM 1 (JAN 82)

OMB Approval 3240-0002

HOW TO COMPLETE THIS FORM

- Read the Privacy Act Statement.
- Print all entries except your signature clearly in ink.
- Do not sign or date the form until asked to do so.
- Complete Blocks 1 thru 7 and take your form to the clerk.
- Print your date of birth in Block 1. Use a three letter abbreviation for the month and numerals for the day and year (Example: OCT 29 1964).
- Check the correct box in Block 2.
- Print your Social Security Number in Block 3.
- Print your full legal name in Block 4 in the order listed.
- Print your current mailing address in Block 5.
- Print your permanent residence address in Block 6, include ZIP code. If it is the same as your current mailing address (Block 5), leave this block blank.
- Print your telephone number in Block 7.
- When you have completed your form to this point, recheck it and take it to the clerk

PRIVACY ACT STATEMENT

The Military Selective Service Act, Selective Service Regulations, and the President's Proclamation on Registration require that you provide the indicated information, including your Social Security Account Number.

The principal purpose of the required information is to establish your registration with the Selective Service System. This information may be furnished to the following agencies for the purposes stated:

Department of Defense—for exchange of information concerning registration, classification, enlistment, examination and induction of individuals and identification of prospects for recruiting.

Department of Transportation—for identification of recruiting prospects for the U.S. Coast Guard.

Alternative service employers—for exchange of information with employers regarding a registrant who is a conscientious objector for the purpose of placement and supervision of performance of alternative service in lieu of induction into military service.

Department of Justice—for review and processing of suspected violations of the Military Selective Service Act, or for perjury, and for defense of a civil action arising from administrative processing under such Act.

Federal Bureau of Investigation—for location of an individual when suspected of violation of the Military Selective Service Act.

Immigration and Naturalization Service—to provide information for use in determining an individual's eligibility for re-entry into the United States.

Department of State—for determination of an alien's eligibility for possible entry into the United States and United States citizenship.

Office of Veterans' Reemployment Rights, United States Department of Labor—to assist veterans in need of information concerning reemployment rights.

General Public—Registrant's Name, Selective Service Number, Date of Birth and Classification, Military Selective Service Act Section 6; 50 U.S.C. App. 456.

Your failure to provide the required information may violate the Military Selective Service Act. Conviction of such violation may result in imprisonment for not more than five years or a fine of not more than \$10,000 or both imprisonment and fine.

SI-GPO : 1982 O - 367-417



SELECTIVE SERVICE SYSTEM Change of Information Form

DO NOT WRITE IN THE ABOVE SPACE

SSS FORM 2 (AUG 1960) (DESTROY PREVIOUS EDITIONS) OMB APPROVAL 154 R0003

1	FULL NAME (Last) (First) (Middle)	2	DATE OF BIRTH (Mo) (Day) (Yr)
3	SOCIAL SECURITY NUMBER [][]-[][]-[][][][]	4	SELECTIVE SERVICE NUMBER [][]-[][][][][][][]-[][]
5	CURRENT MAILING ADDRESS ON FILE (Number) (Street) (Apt. No.) (City) (State or Foreign Country) (Zip Code) (Telephone No.)		
CHANGE ☐ Name ☐ Current Mailing Address ☐ Permanent Address ☐ Telephone No.			
6	FULL NAME (Last) (First) (Middle)		
7	CURRENT MAILING ADDRESS (Number) (Street) (Apt. No.) (City) (State or Foreign Country) (Zip Code) (Telephone No.)		
8	PERMANENT RESIDENCE ADDRESS (Number) (Street) (Apt. No.) (City) (State or Foreign Country) (Zip Code) (Telephone No.)		
9	TODAY'S DATE SIGNATURE OF REGISTRANT		

CHANGE OF INFORMATION FORM INSTRUCTIONS

Use this form to update your Selective Service record whenever you legally change your name or change your permanent or current address previously supplied to SSS.

Registrants submitting this form will complete all entries in Blocks 1 through 5 as shown on your latest Acknowledgment Form regardless of the type of change being submitted.

If you have legally changed your name, enter your new name in Block 6.

Be sure you check the boxes indicating the type of change information being submitted and be sure that all blocks covering the information you want changed are completed.

Enter only changes in Blocks 6, 7, and 8.

Please sign, date, detach right side and mail.

PLEASE PRINT CLEARLY

READ PRIVACY ACT STATEMENT ON REVERSE.

DETACH HERE

PRIVACY ACT STATEMENT

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Alternate service employers—for exchange of information with employers regarding a registrant who is a conscientious objector for the purpose of placement and supervision of performance of alternate service in lieu of induction into military service.

Department of Justice—for review and processing of suspected violations of the Military Selective Service Act, or for perjury, and for defense of a civil action arising from administrative processing under such Act.

Federal Bureau of Investigation—for location of an individual when suspected of violation of the Military Selective Service Act.

Immigration and Naturalization Service—to provide information for use in determining an individual's eligibility for re-entry into the United States.

Department of State—for determination of an alien's eligibility for possible entry into the United States and United States citizenship.

Office of Veterans' Reemployment Rights, United States Department of Labor—to assist veterans in need of information concerning reemployment rights.

General Public—Registrant's Name, Selective Service Number, Date of Birth and Classification, Military Selective Service Act Section 6, 50 U.S.C. App. 456.

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